

CHAPTER-II
REVIEW OF RELATED
LITERATURE

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2.1 Introduction

This section deals with the review of related studies. It is very necessary to review the study before selecting any research work so that the repetition of already some studies can be avoided. Moreover, the researcher gets the clear idea about various studies carries out in this area and various methodologies used by another researcher. The researcher also comes across various problems of the same field, from suggestions given by another researchers and gaps remaining, which need to be researcher for further improvement of the education system as whole. Review of related studies would enable the researcher to examine the theoretical soundness if the findings over a period and the areas, which lot of focus has been given and the area that needs further investigation. For the sake of convenience, the investigator has presented the review of related literature as:

1.Studies conducted in Abroad

2.Studies conducted in India

2.2 Research conducted in Abroad

Bindu (2017) Conducted study on "Attitude towards and Awareness Of Using ICT in classrooms: A Case of Expatriate Indian Teachers in UAE". The current study explores the awareness of, and attitude towards using ICT in teaching by the Indian teachers in UAE based on their gender and age. The data were collected through both questionnaire and interview. At the first phase of the data collection 57 teachers from 7 Indian curriculum schools were selected through consecutive sampling technique and 10 teachers, who were also subject coordinators, were selected through purposive sampling at the second phase. The findings of the study, through the analysis of both quantitative and qualitative data, revealed that teachers have a positive attitude towards using ICT irrespective of their gender and age. However, the ICT awareness of teachers is at the average level and is influenced by their gender and age. The findings suggest that ICT use for educational purposes should be given greater consideration than it currently receives.

Gyamfi (2017) investigated the pre-service teachers' attitude towards information and communication technology usage: A Ghanaian survey. The findings revealed that the following: (1) leadership support significantly influenced perceived ease of use (2) job relevance significantly influenced perceived usefulness (3) perceived usefulness significantly influenced attitude towards use (4) perceived ease of use significantly influenced attitude towards use (5) the TAM is significant 84 for pre-service teacher education context except the relationship between perceived ease of use and perceived usefulness.

Mustafina (2016) investigated Teachers' attitudes toward technology integration in a Kazakhstani secondary school. Findings showed that teachers possess positive attitudes toward ICT in school mostly due to the advantages that technology offers 83 such as distant learning and visualization of the material (3D programs). Moreover, the analysis showed that all four factors – confidence, knowledge, gender and age – had the potential to influence and change teachers' attitudes toward technology.

Aydin, Semerci and Gürol (2016) took a study on Teachers' attitude towards ICT use in secondary schools: A scale development study. The results illustrated that Teachers' ICT Attitudes Scale (TICTAS) had a Factor Analyses indicated good goodness of fit estimates. As a result, a reliable and valid scale comprising of 16 items loaded in two factors (ICT willingness and ICT anxiety) was developed.

Paul and Rosa (2016) analysed the experiences, perceptions and attitudes on ICT integration: A case study among novice and experienced language teachers in the Philippines. Results revealed that the experienced language teacher had more exposure to ICT use than the novice teacher. However, the novice teacher makes use of more ICT-related materials and activities in her language class. Both teachers also had positive views on the impact of ICT on students' overall learning and achievement. Moreover, the novice teacher views ICT use as time-consuming and does call for a more knowledgeable manipulation of technological devices.

Chai, Hong and Teo (2009) found out the beliefs and their attitudes towards ICT use which are identified as the second-order barrier for the integration of ICT in the classrooms of the teachers. In his findings survey conducted among Singaporean and Taiwanese pre-service teachers (N= 1.08) were reported. The results indicated that pre-service teachers' epistemological beliefs were generally relativistic. They were inclined to believe in the constructivist notion of teaching. The results also suggested that pre-service teachers from Singapore and Taiwan hold beliefs that are congruent to the educational reform effort from their respective countries. However, the pre-service teachers' attitude towards ICT use does not seem to be associated with their epistemological and pedagogical beliefs. The findings suggest that further efforts are required to foster more productive use of ICT to support constructivist teaching.

Kazan and Daou (2016) studied the relationship between teachers' self-efficacy, attitudes towards ICT usefulness and students' science performance in the lebanese inclusive schools 2015. Findings of this study revealed that teachers' self-efficacy in the level of technology use, and attitudes had significant effects on the grades and interaction of students with special needs. The results indicated that participants of group one, who were trained, were able to better define and apply technology in the science classroom than group two which was not being trained.

Konca ,Ozel and Zelyurt (2016) analysed the Attitudes of preschool teachers towards using information and communication technologies (ICT).The result of the study, the teachers showed a very positive attitude towards using technological tools. It was found out that preschool education graduate teachers showed a more positive attitudes towards using technological tools as comparing with the distance education graduate preschool teachers

Mohamed Abdelaziz Elsaadani (2013), explored the relationship between teaching staff' age and their attitude towards Information and Communications Technologies' (ICT). The results showed that there is a moderate and positive relationship between the age of participants and their attitude towards ICT; thus, when considering attitude towards ICT by teaching staff members in Egyptians HEI, age is a significant factor.

The result of this research has significant implications to HEI when they plan, develop, and adopt ICT. HEI has to consider that teaching staff' attitude towards ICT is related to their age.

Omollo, Indoshi and Ayere (2013) analysed attitude of teachers and students towards use of information and communication technology in the implementation of biology curriculum in selected secondary schools. The results of the study teachers and students there were no statistically significant differences across gender towards ICT use in the implementation of Biology curriculum even though males had slightly more positive attitude toward ICT use than females. Thus, it may be deduced that attitude towards ICT use is not gender related and both male and female students and teachers appear to be similarly motivated to use ICT in the implementation of Biology curriculums.

2.3 Research conducted in India

Beri and Sharma (2019) Conducted study on "Teachers Attitude towards Integrating ICT in Teacher Education". The purpose of this study is to investigate the attitude of teacher-educators towards the use of ICT along with knowledge and levels of ICT tools and devices usage among teacher-educators in teacher training colleges. A self-prepared interview guide was used in the present study. A purposive sampling technique was employed in the selection of the sample of as many as 50 teacher-educators working in different teacher-training colleges in the State of Haryana, India. The findings of the study revealed that the teacher educators have positive attitude to some extent towards the ICT and its tools and devices usage in teacher education process. The present finding discloses that teacher educators have lack of training and technical support. The current study also exhibits that teacher-educators also have some anxiety towards using ICT tools and devices during teaching learning process.

Gayathri (2017) Conducted a research study on "A Study of Attitude Towards e-learning of Novice Teachers in Thiruvallur District". The aim of this study was to find out the attitude towards e-Learning of teacher trainees in Thiruvallur district. The survey method was used for the study. The study involved 400 teacher trainees from

educational colleges in Thiruvallur District. A standardized 5 point questionnaire called eLearning attitude scale (Reliability 0.86) was used to collect data. Descriptive and Differential Analysis were employed by using SPSS and interpretations were made. It was found that the level of attitude towards e-learning is positive among male novice teachers of age category above 23 who come from urban area.

Fanai and Chhangte (2016) Conducted “A Study of the Attitude of the secondary school teachers towards ICT with respect to teaching experience and professional qualification”. The present study attempts to find out the attitude of secondary school teachers of Aizwal district, Mizoram towards ICT. It also tries to find out whether teaching experience and professional qualification has affect on the teachers attitude towards ICT. It is found that the teachers have positive attitude towards ICT and also that there is no significant difference between junior and intermediate teachers, intermediate and senior teachers and junior and senior teachers. It is also found that educational qualification does not affect the teachers attitude towards ICT.

Ganesan and Kumar (2016), Conducted a research study on “Attitude of programmes and impact of these Teacher educators towards ICT”. Realizing the attitude of teacher educators towards ICT is essential to incorporate its betterments in teacher preparation 37 programmes. This study examined the difference between teacher educators attitudes towards ICT and their level of attitude: whether it is favourable or unfavourable. The participants were the teacher educators of colleges of Education in Coimbatore, South India. Cluster Sampling was adopted. Results indicated significant difference in their attitude with respect to their locality of home. Majority of teacher educators have favourable attitude.

Dixit and Kaur (2015), conducted a study to find out attitude of teacher trainees towards Information and Communication Technology teaching. The results showed that the factors like locality and gender of the of teacher-trainees influence the attitude towards information and communication technology teaching.

Nikolopoulou (2015), investigated early childhood teacher's beliefs about information and communications technology (ICT) and play in preschool, as well as their confidence in integrating ICT in the classroom. The result viewing ICT as a mode of learning that should be embedded in the curriculum is expected to lead to ICT integration in a teacher's daily practices.

Meenakshi (2013) conducted a studied on this paper is an attempt to present the important issues that must be addressed by both pre-service teacher's education and in-service teacher professional development programs if schools and other educational institutions are to fully exploit the potential of computers and the Internet as educational tools. In terms of using internet and other ICT as a resource for lesson preparation, most of the teachers interviewed, admitted to never or rarely using it, while very few used the internet to gather information sporadically or regularly. The teachers particularly felt that they had both access and training inadequacy and hence were unable to utilize internet and other facilities. More teachers were comfortable however, with using computers as an individual than as a teacher. A positive find is that all those teachers who are not well versed with the computer and other technology, expressed keen interest in undergoing training for the same. They felt that if trained, they would be in a position to make use of resources available in the school. Support of school administrators and, in some cases, the community, is critical if ICTs are to be used effectively. In addition, teachers must have adequate access to functioning computers (or other technologies) and sufficient technical support. Shifting 69 pedagogies, redesigning curriculum and assessment tools, and providing more autonomy to local schools all contribute to the optimal use of ICTs in education. Very few strong examples of integration of ICT into classroom teaching learning is visible, though some schools do use the audio-visual aids and integrate teaching of some lessons. Largely however, even where ICT is used in the classes, it is usually as an information source and not a part of core learning process.

Brindamani and Manichander (2013), examined attitude towards ICT among B.Ed. trainees. The findings showed that the attitudes of ICT among male trainees are higher than female trainees. The findings also showed that the attitudes of ICT among below 25yrs are higher than above 25 yrs B.Ed. trainees.

Prabhu (2013) investigated higher secondary school teachers' attitude towards ICT. The finding showed that there is a significant difference between the male and female teachers in respect of their attitude towards ICT. Female teacher are found to be better than the male teacher in their attitude towards ICT. A significant difference has been found between the higher secondary school teacher having the age limit upto 30 years and above 30 years. Teachers having age limit up to 30 years are found to be better than the teacher of above 30 year in their attitude towards ICT.

Mehra and Newa (2009), Conducted a research study on School teachers' Attitude towards Information and Communication Technology. Objective of, the study was to investigate the attitude towards Information and Communication Technology of 300 school teachers of secondary schools of Nepal. The main findings of the study were; private and secondary school teachers exhibited comparable attitude towards ICT and teachers belonging to different academic streams, viz., language, science/mathematics and social sciences exhibited comparable attitude towards ICT.

Ravichandran and Sasikala (2009), Conducted a research study on "Attitude of Teachers towards web based learning" to find out the attitude of male and female teachers and attitude of aided and Government school teachers towards web learning. The sample consisted of 100 secondary and Higher secondary school teachers of Kerala. The main findings of the study were effective use of web based learning inside the class room. The role of the teacher is of vital importance and both male and female teachers have a positive attitude towards web based learning and unaided school teachers have more favourable attitude than aided teachers.

Mishra and Panda (2007), studied the "attitude of faculty members from IGNOU towards e-learning". The finding suggested that extensive use of computer and email has a high level relationship with positive attitude e-learning. The most significant barriers perceived by the faculty included poor internet access by students and lack training on e-learning.

Annaraja and Joseph (2006), studied “the attitude of teacher-trainees towards ICT.” Random sampling technique was used for sample of 13 male and 18 female trainees from the teacher education centre of Kottayam. The finding of the study shows that there were no significant difference between male and female teacher trainees attitude towards ICT.

4.4 Conclusion

This chapter presented the review of relevant research studies related to the present study. Further, the related studies have helped the investigator to conceptualize the present study and to evolve the research design and treatment for the present study. The description of the tool, the sample and the statistical techniques used in this study are given in Chapter-III.